

# IDEA Part B, Section 619 National Survey

## Summary Report

July 2019

### Introduction

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With the passage of P.L. 94-142, the Education for All Handicapped Children Act of 1975, now the Individuals with Disabilities Education Act (IDEA), and subsequent amendments, states and jurisdictions have made great strides in the provision of services to young children, ages 3 through 5, with disabilities. In 2017, states reported that they provided preschool special education services to 773,595 children under the Individuals with Disabilities Education Act (IDEA) according to the U.S. Department of Education, Office of Special Education Programs.

This summary describes the results of a survey conducted with State IDEA Part B Section 619 Coordinators in 2018. Questions were designed in partnership across Section 619 Coordinators, OSEP and ECTA center staff to gather information about state systems and services provided under the Preschool Grants Program (Section 619 of Part B) of IDEA. The purpose of this summary is to provide a national picture of state administration and practices related to serving young children with disabilities in accordance with the IDEA Part B, Section 619 Program to inform and assist State 619 Coordinators and their state and local partners in enhancing the quality of services for preschool children with disabilities and their families, as well as informing national efforts to support preschool special education programs.

An online questionnaire was distributed to all Section 619 Coordinators in June 2018. This Summary Report includes information obtained in response to 30 questions across seven topical areas: state administration, funding, eligibility, services, preschool LRE, early childhood systems, and personnel.

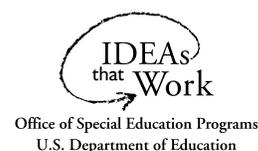
We extend our appreciation to all state Section 619 Coordinators for their contributions and to our colleagues at OSEP, including Julia Martin Eile, our Federal Project Officer, for their guidance throughout the development of this survey. It is our hope that this resource will assist states in enhancing the quality of services for preschool children with special needs and their families.

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Project Officer: Julia Martin Eile

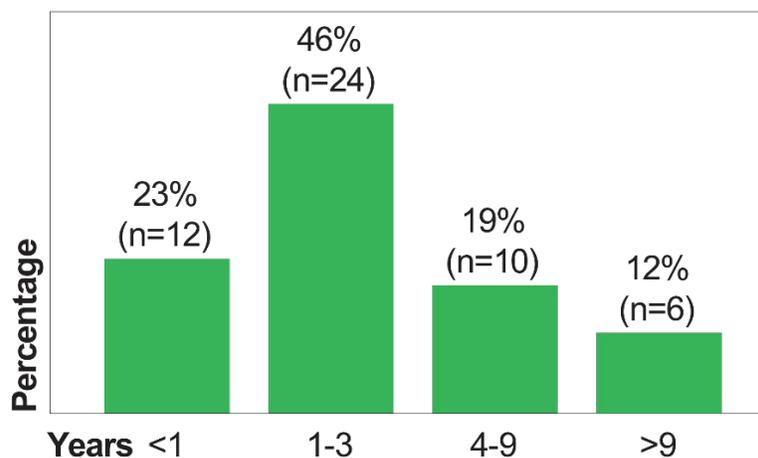


Forty-nine states, the District of Columbia, and two additional jurisdictions (88%, 52 of 59 states and jurisdictions) (hereafter referred to as states) responded to the questionnaire, although not all states responded to every question. In several instances, responses were provided by other state staff on behalf of the Section 619 Coordinator.

The online questionnaire indicated information would be compiled and shared both as a national summary and individual state profiles. The data summarized in this report reflect the responses provided for each individual question. State specific information is included in the appendix of this summary report.

Respondents reported the length of time in their current position. More than two-thirds of respondents (69%) reported being in their position three years or less. Only 12% of respondents indicated they had been in their present position more than 9 years.

Figure 1. Percent (and Number) of Coordinators that Have Been in Current Position for Less than 1 Year, 1 to 3 Years, 4 to 9 Years, and More than 9 Years (N=52)



## State Administration

### 1. Approximately what percentage of the children with disabilities ages 3-5 served in your state were in kindergarten on the state’s selected 618 reporting date in 2017?

Of the 27 state respondents:

- **19% (5)** reported 0-24% of children served were in kindergarten
- **81% (22)** reported 25-49% of children served were in kindergarten

### 2. In your state, in which state agency/office is 619 located? Check all that apply.

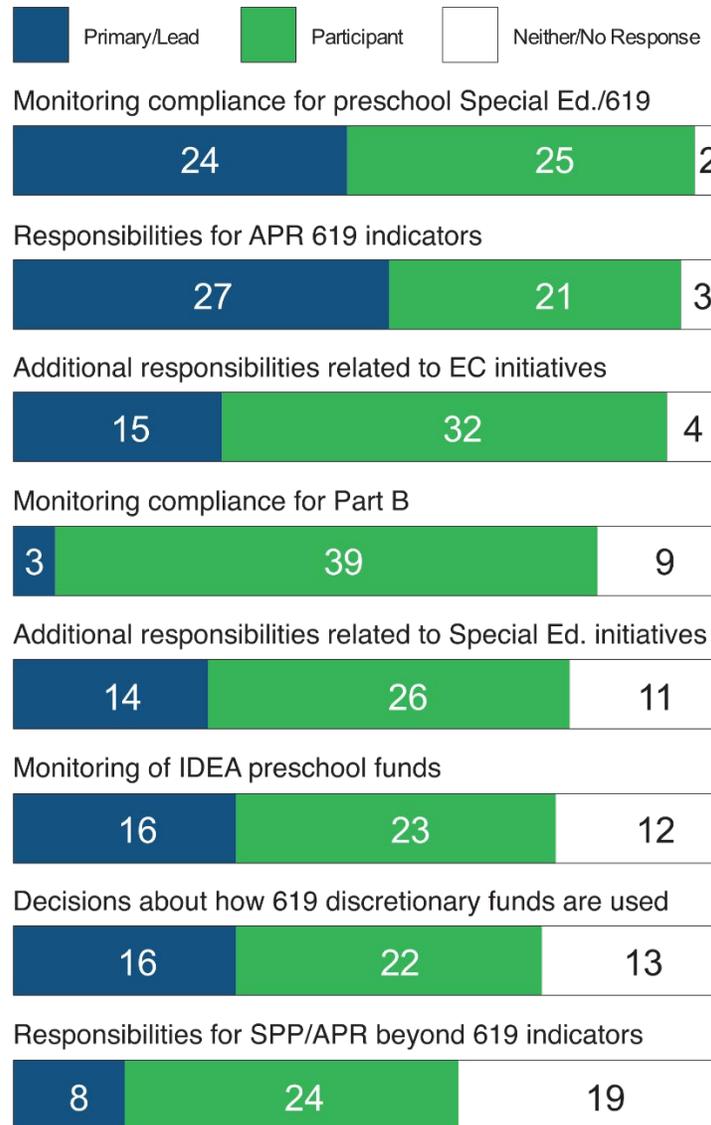
Of the 52 state respondents:

- **73% (38)** reported 619 is in the State Education Agency (SEA), Special Education Unit
- **25% (13)** reported 619 is in the State Education Agency, Early Learning Unit
- No state reported 619 is in a separate Office of Early Learning (not under SEA)
- **10% (5)** reported “Other” including the Department of Health, an Interim Educational Unit, and one state responded that 619 was located in their Early Childhood Special Education and Title Service Team

**3. For the activities below, please indicate if the 619 Coordinator is leading/has primary state level responsibility for the activity or are participating in the activity.**

*Of the 51 state respondents:*

*Figure 2. Number of Coordinators with a Specified Level of Involvement in Certain State Level Activities (N=51)*

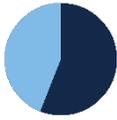


**4. Many Section 619 Coordinators are responsible for initiatives or activities that are not specific to the 619 Program. As the State Section 619 Coordinator (or individual with the state 619 responsibilities), approximately what portion of your time is dedicated to 619 responsibilities?**

*Of the 50 state respondents:*

- **30% (15)** reported almost all their time is dedicated to 619
- **36% (18)** reported most of their time is dedicated to 619
- **20% (10)** reported half or a little more of their time is dedicated to 619
- **14% (7)** reported that less than half of their time is dedicated to 619

5. In your state, are there additional state-level staff with time dedicated specifically to 619 administration and technical assistance? (Note that these positions may be contracted, housed at the state agency, regional centers, or other locations).



Of the 52 state respondents:

- **56% (29)** reported they have additional state level staff dedicated to 619
- **44% (23)** reported they did not have additional state staff dedicated to 619

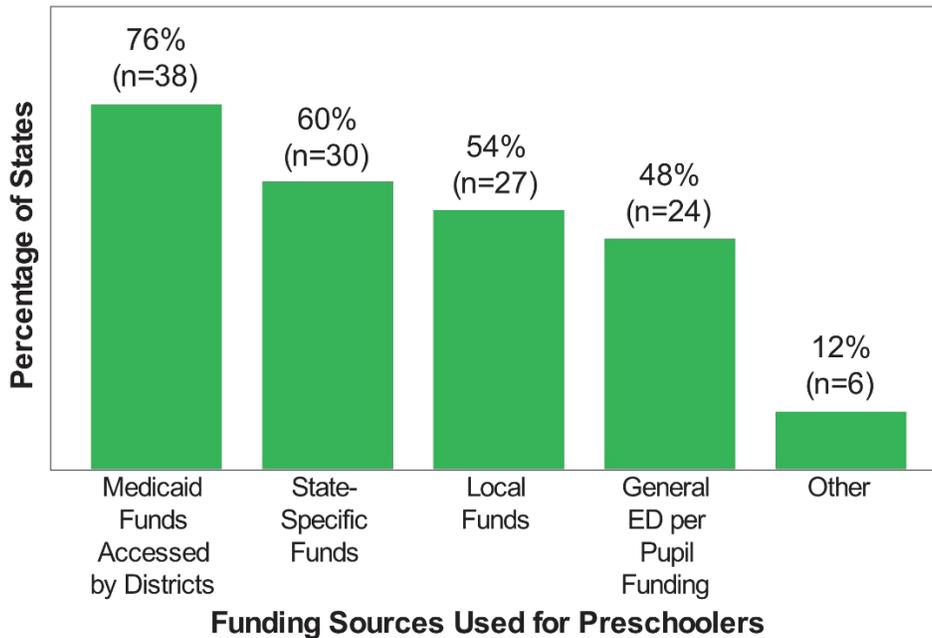
## Funding

6. In addition to federal Part B 611 and 619 funds, check all funding sources that fund preschoolers with disabilities in your state. Check all that apply.

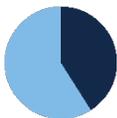
Of the 50 state respondents:

- **60% (30)** reported state-specific funds used for preschoolers with disabilities
- **48% (24)** reported general education per pupil funding used for preschoolers with disabilities
- **54% (27)** reported local funds used for preschoolers with disabilities
- **76% (38)** reported Medicaid funds are accessed by some or all districts in the state for preschoolers with disabilities
- **12% (6)** reported the use of other funding sources used for preschoolers with disabilities

Figure 3. Percentage (and Number) of States Reporting that the Specified Funding Source(s) Were Used to Fund Preschoolers with Disabilities (N=50)



7. Does your state provide written guidance to districts on how funds may be used to support preschool inclusion?



Of the 51 state respondents:

- **41% (21)** reported they provide written guidance to support preschool inclusion
- **59% (30)** reported they do not provide written guidance to support preschool inclusion

## Eligibility Process

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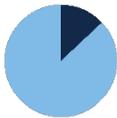
### 8. Does your state require that standard scores be used as part of the evaluation for eligibility?



*Of the 49 state respondents:*

- **63% (31)** reported the use of standard scores as part of eligibility
- **37% (18)** reported they do not require the use of standard scores as part of eligibility

### 9. Does your state require the use of specific instruments or tools for eligibility determination?



*Of the 52 state respondents:*

- **13% (7)** reported they require specific tools for eligibility determination
- **87% (45)** reported they do not require specific tools for eligibility determination

## Services

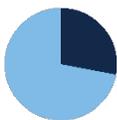
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### 10. Which category best describes how 619 services are delivered in your state? Check one.

*Of the 52 state respondents:*

- **75% (39)** reported LEAs are responsible for services to children (ages 3-5) with IEPs
- **2% (1)** reported intermediary or regional units are responsible for services to children (ages 3-5) with IEPs
- **12% (6)** reported a combination of categories “a” and “b” above
- **6% (3)** reported the state is the LEA and is responsible for services for all children ages 3-5 with IEPs
- **6% (3)** reported “Other” including a state that provides service “in unorganized territories not associated with an LEA,” state use of other approved providers, and a state that contracts with regional units

### 11. Does your state have special education caseload requirements for preschool?



*Of the 50 state respondents:*

- **28% (14)** reported they have preschool special education caseload requirements
- **72% (36)** reported they do not have preschool special education caseload requirements

*Additional detail was provided in the comment section by some respondents, including:*

- 1 teacher per 8 children, with one aide;
- 8 children per class;
- 8 children with a full-time para;
- 9-12 children with 2 aides;
- 10 children to 1 provider;
- 1 full time teacher to 12 children;
- 10-20 children;
- up to 16 children with appropriate personnel support;
- up to 16 children, 20 children total max;
- class size is 20 children with no more than 10 children with IEPs if there are 10 children with IEPs they must add an additional aide and If the class size is 8 or 9 children with IEPs, it is required to have a certified teacher and a teacher assistant;
- 30 children with a para or based on the number of hours worked each week

## 12. Does your state require or provide guidance on the maximum size of a self-contained preschool special education classroom?



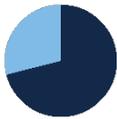
Of the 51 state respondents:

- **51% (26)** reported they require or provide guidance on maximum class size
- **49% (25)** reported they do not require or provide guidance on maximum class size

Additional information was provided in the comment section by some respondents, including:

- 5 children;
- 1:6 adult/child ratio, increasing to 1:10 with a classroom paraprofessional;
- 8 children with no peers;
- 8 children with IEPs;
- 9 children with one teacher and paraprofessional;
- 10 children to 1 provider;
- 12 children;
- no more than 20 children with two teachers;
- 16 children;
- 20 children;
- all preschool classrooms are mandated to be at or below 20 children including self-contained;
- 20 children based on standard size for a preschool classroom maintaining a 1:10 teacher/child ratio;
- 20 children for fours (same as for children w/o disabilities);
- 24 children;
- NAEYC adult child ratios and class size;
- ratios based on Child Care licensing regulations

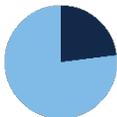
## 13. Does your state require or provide guidance on the ratio of children with and without disabilities in inclusive preschool classrooms?



Of the 51 state respondents:

- **71% (36)** reported they require or provide guidance on the ratio of children with and without disabilities in an inclusive preschool classroom
- **29% (15)** reported they do not require or provide guidance on the ratio of children with and without disabilities in an inclusive preschool classroom

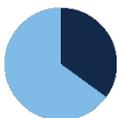
## 14. Does your state use a preschool IEP form that is unique to preschool?



Of the 52 state respondents:

- **23% (12)** reported their state uses a unique preschool IEP form
- **77% (40)** reported their state does not use a unique preschool IEP form

## 15. Are your state's early learning guidelines or standards required to be referenced/listed in a child's IEP?



Of the 51 state respondents:

- **35% (18)** reported early learning guidelines or standards are required to be referenced in the IEP
- **65% (33)** reported early learning guidelines or standards are not required to be referenced in the IEP

**16. Does your state provide written information and guidance for families on any of the following? Check all that apply.**

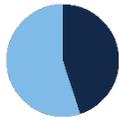
*Of the 45 state respondents:*

- **84% (38)** reported they provide guidance on transition
- **60% (27)** reported they provide guidance on inclusion (placement options)
- **36% (16)** reported they provide guidance on suspension/expulsion
- **31% (14)** reported they provide “Other” guidance, including: preschool outcomes, due process or parents’ rights, early learning standards, universal Pre-K, positive behavior supports, private school placement, screening and eligibility, and general information about special education and disabilities

## Least Restrictive Environments (LRE)

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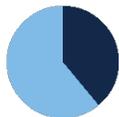
**17. Does your state provide written guidance or policy (beyond IDEA requirements) that supports early childhood inclusion?**



*Of the 51 state respondents:*

- **45% (23)** reported they provide written guidance or policy (beyond IDEA requirements) that supports early childhood inclusion
- **55% (28)** reported they do not provide written guidance or policy (beyond IDEA requirements) that supports early childhood inclusion

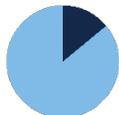
**18. Is there a state-level task force focused on inclusion or LRE in your state?**



*Of the 51 state respondents:*

- **39% (20)** reported they have a state level task force focused on inclusion or LRE; of those, 15 states reported a task force of cross-sector participants, 3 reported the task force was comprised of primarily special education staff, and 2 did not specify
- **61% (31)** reported they do not have a state-level task force on inclusion or LRE

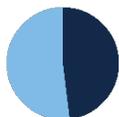
**19. Does your state provide incentives for LRE/inclusion?**



*Of the 51 states respondents:*

- **14% (7)** reported they provide incentives for LRE/inclusion
- **86% (44)** reported they do not provide incentives for LRE/inclusion

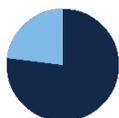
**20. Are there specific state staff dedicated to preschool LRE/inclusion in your state?**



*Of the 50 state respondents:*

- **48% (24)** reported they have state staff dedicated to preschool LRE/inclusion
- **52% (26)** reported they do not have specific state staff dedicated to preschool LRE/inclusion

**21. Are there professional development (PD) or technical assistance (TA) efforts focused on inclusion in your state?**



*Of the 52 state respondents:*

- **77% (40)** reported they have PD/TA efforts on inclusion. Of those, 29 states training efforts are available cross sector, and 10 states indicated their efforts were for special educators.
- **23% (12)** reported they did not have PD/TA efforts focused on inclusion

# Early Childhood Systems

## 22. In your state, is the Section 619 Coordinator a member of any of the following?

Of the 52 state respondents:

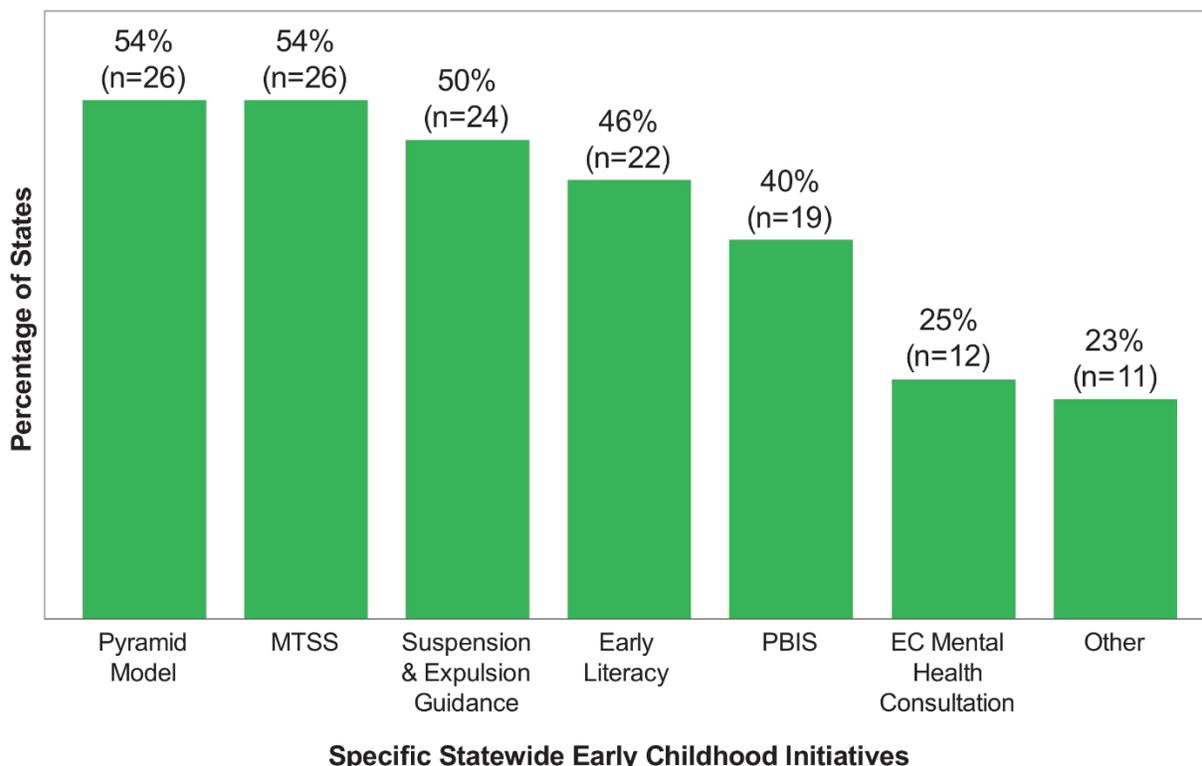
- 77% (40) reported being a member of the Part C State Interagency Coordinating Council (SICC)
- 62% (32) reported being a member of the state early childhood or early learning advisory councils
- 50% (26) reported being a member of other councils, including those focused on: Head Start, Autism, literacy, higher education, Child Care, Early Hearing Detection and Intervention (EHDI), Early Learning Standards, and suspension/expulsion

## 23. Is your state 619 Program involved in any of the following statewide early childhood initiatives? Check all that apply.

Of the 48 state respondents:

- 54% (26) reported involvement in Pyramid Model initiatives
- 40% (19) reported involvement in Positive Behavioral Intervention and Supports (PBIS) initiatives
- 50% (24) reported involvement in suspension and expulsion guidance initiatives
- 54% (26) reported involvement in Multi-Tiered Systems of Support (MTSS) initiatives
- 25% (12) reported involvement in early childhood mental health consultation initiatives
- 46% (22) reported involvement in early literacy initiatives
- 23% (11) reported involvement in “Other” initiatives, including: state Pre-K and Head Start initiatives, early numeracy, collaborative problem-solving, early identification, formative assessment, implementation science frameworks, and Reaching Potential Through Recommended Practices (RP2)

Figure 4. Percentage (and Number) of State 619 Programs Involved in the Specified Statewide Early Childhood Initiatives (N=48)

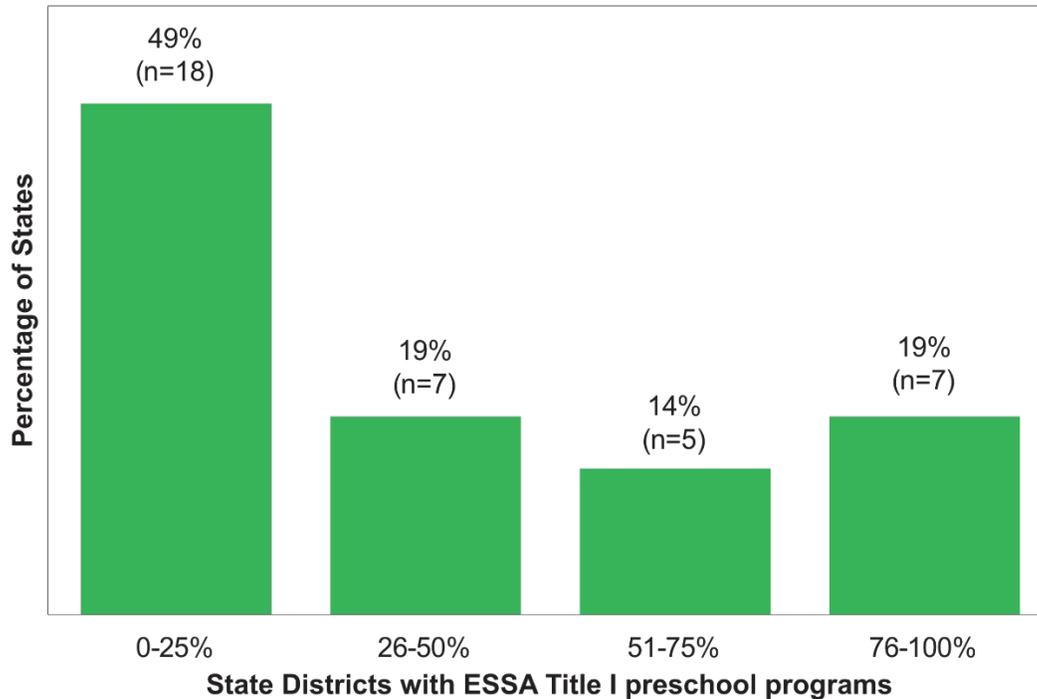


**24. Approximately what percentage of districts in your state have ESSA Title I preschool programs?**

*Of the 37 state respondents:*

- **19% (7)** reported most districts (76-100%) have ESSA Title I preschool
- **14% (5)** reported many districts (51-75%) have ESSA Title I preschool
- **19% (7)** reported some districts (26-50%) have ESSA Title I preschool
- **49% (18)** reported few or no districts (0-25%) have ESSA Title I preschool

*Figure 5. Percentage (and Number) of State 619 Programs with ESSA Title I Preschool Programs (N=37)*



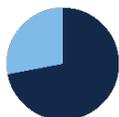
**25. Which of the following are true for your state Quality Rating Improvement System (QRIS)? Check all that apply.**

*Of the 34 state respondents:*

- **88% (30)** reported their QRIS program addresses including children with disabilities
- **15% (5)** reported their QRIS program requires participation of all early childhood programs
- **9% (3)** reported their QRIS program requires preschool special education programs to participate in the QRIS

**26. Does the Child Care Development Block Grant (CCDBG) subsidy specifically include children with disabilities in their eligibility definition?**

*Of the 40 state respondents:*



- **73% (29)** reported their state Child Care Development Block Grant (CCDBG) subsidy specifically includes children with disabilities in their eligibility definition
- **28% (11)** reported their block grant subsidy does not include children with disabilities in their eligibility definition

## Personnel

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**27. In your state, which of the following credentials/certifications/licensure are required for preschool special education teachers? Check all that apply. Note these are the variety of credentials/certifications/licensure categories that allow an individual to provide special services.**

*Of the 49 state respondents:*

- **69% (34)** reported Early Childhood Special Education allows an individual to provide special services
- **45% (22)** reported Early Childhood dual or blended Special Education and regular Education allows an individual to provide special services
- **41% (20)** reported Special Education allows an individual to provide special services
- **24% (12)** reported Speech/Language allows an individual to provide special services
- **14% (7)** reported there are “Other” credentials that allow an individual to provide special services

**28. In your state, what credentials or education certifications are required for paraprofessionals or preschool classroom aides? Check all that apply.**

*Of the 48 state respondents:*

- **48% (23)** reported a high school diploma is required for paraprofessionals/aides
- **10% (5)** reported a Child Development Associate Degree (CDA) is required for paraprofessionals/aides
- **44% (21)** reported a state para-professional certificate is required for paraprofessionals/aides
- **17% (8)** reported paraprofessional/aide requirements are determined by district
- **23% (11)** reported “Other” credentialing for paraprofessionals/aides, including: an Associate Degree, Work Keys assessment, passing a proficiency assessment, completion of 12 clock hours of approved training/professional development in the area of early childhood annually, 18 years of age and a professional development plan based on early childhood competencies or as defined by child care licensing regulations

**29. Does your state have common cross sector early childhood educator competencies? Check the item that best describes your state.**

*Of the 46 state respondents:*

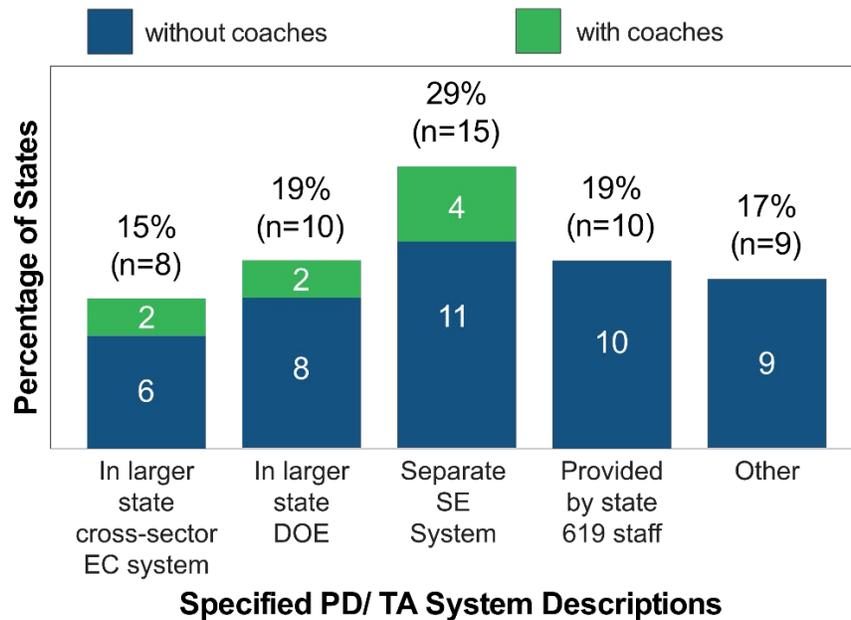
- **20% (9)** reported they have agreed upon common competencies used by all sectors (Head Start, Child Care, Pre-K, etc.)
- **37% (17)** reported they have common competencies used by some sectors
- **22% (10)** reported they are developing common competencies
- **22% (10)** reported common competencies are not being considered at this time

**30. Which best describes your preschool special education professional development (PD) and/or technical assistance (TA) system? Choose one.**

Of the 52 state respondents:

- **12% (6)** reported a PD/TA system embedded in a larger state cross-sector early childhood system
- **4% (2)** reported a PD/TA system embedded in a larger state cross-sector early childhood system including coaches
- **15% (8)** reported a PD/TA system embedded in the larger state department of education
- **4% (2)** reported a PD/TA system embedded in the larger state department of education including coaches
- **21% (11)** reported a separate special education PD/TA system
- **8% (4)** reported a separate special education PD/TA system including coaches
- **19% (10)** reported state 619 staff provide PD/TA
- **17% (9)** reported “Other” descriptions, including delivery through university systems, education cooperatives, contracts, and local districts

*Figure 6. Percentage (and Number) of State 619 Programs with Specified PD/TA System Descriptions and Whether the System Did Include Coaches or Did NOT (N=52)*



## Appendix A: Survey Questions and State Responses

1. Approximately what percentage of the children with disabilities ages 3-5 served in your state were in kindergarten on the state's selected 618 reporting date in 2017?

Percent Children Served who were in Kindergarten	N=27	%	States
0-24%	5	19%	FSM, LA, MS, NM, OK
25-49%	22	81%	AL, AZ, CT, GA, IA, ID, IN, KS, MA, MI, MO, NC, ND, NV, OR, SD, TN, UT, VA, WA, WI, WV
50-74	0	0%	
75-100	0	0%	

2. In your state, in which state agency/office is 619 located? (check all that apply)

619 Location	N=52	%	States
State Education Agency (SEA), Special Education Unit	38	73%	AK, AL, AR, CA, CNMI, CT, FL, FSM, GA, IA, ID, IN, KY, LA, MA, MD, MI, MN, MO, MS, MT, NE, NH, NJ, NM, NV, NY, OK, OR, RI, SC, SD, TN, TX, UT, VA, WA, WI
State Education Agency, Early Learning Unit	13	25%	AZ, CO, DC, DE, IL, MS, NC, ND, NM, OH, PA, VT, WV
Separate Office of Early Learning (not under SEA)	0	0%	
Other	5	10%	KS, ME, NJ, NV, WY

**3. For the activities below, please indicate if the Section 619 Coordinator is leading/has primary state-level responsibility for the activity or are participating in the activity.**

	<b>Section 619 Coordinator Role (N=51)</b>	
<b>State Activity</b>	<b>619 Coordinator has Primary/lead responsibility</b>	<b>619 Coordinator is Participating in activity</b>
Monitoring of IDEA preschool funds	CA, CO, DE, KY, MD, MI, NC, NM, OR, PA, TN, UT, VA, VT, WV, WY	AK, AL, AZ, NM, CT, IA, IL, KS, LA, MA, ME, MO, NE, NH, NY, OH, OK, RI, SC, SD, TX, WA, WI
Making decisions about how 619 discretionary funds are used	CA, CT, DE, KY, MA, NC, NE, NH, OH, OR, PA, RI, SC, TN, VA, VT	AK, AL, AZ, CO, FL, IA, IL, KS, LA, ME, MO, MS, NM, NY, OK, SD, TX, UT, WA, WI, WV, WY
Monitoring compliance for preschool special education/619	CO, CT, DC, DE, FL, FSM, ID, IN, KS, KY, MD, ME, MT, ND, NH, NM, OH, OR, PA, SC, UT, VA, VT, WY	AK, AL, AR, AZ, CA, CNMI, GA, IA, IL, LA, MA, MI, MO, MS, NC, NE, NV, NY, OK, RI, SD, TN, TX, WA, WI
Monitoring compliance for Part B	CNMI, ID, KY	AK, AL, AR, AZ, CO, CT, DC, DE, FL, FSM, IA, IL, IN, KS, LA, MA, MD, MO, MT, NC, ND, NE, NH, NM, NV, NY, OH, OK, OR, RI, SC, SD, TN, TX, UT, VA, VT, WA, WI
Holding responsibilities for (e.g. writing, analyzing, reporting) the SPP/APR Report 619 indicators (Indicators 6, 7, 12)	AZ, CNMI, CT, DC, DE, FL, ID, KY, LA, MA, MD, MI, MO, NC, ND, NE, NH, NY, OR, PA, RI, SC, SD, TN, UT, WA, WV	AK, AL, CA, CO, FSM, IA, IL, IN, KS, ME, MN, MS, NM, NV, OH, OK, TX, VA, VT, WI, WY
Holding responsibilities for (e.g. writing, analyzing, reporting) the SPP/APR beyond 619 indicators	FL, MD, MO, NC, NH, NY, WA, WV	AK, AZ, CNMI, CO, CT, FSM, IA, ID, IN, KS, KY, LA, MA, MN, ND, NE, NM, OK, OR, SD, TX, UT, VT, WI
Holding additional responsibilities related to special education initiatives (e.g. SSIP or SPDG)	AZ, DC, ID, IN, KY, MA, MD, ME, MO, NC, NH, NY, TN, WA	AK, CA, CNMI, CO, CT, FL, IA, IL, KS, LA, MN, ND, NE, NM, NV, OH, OK, OR, SC, SD, TX, UT, VA, VT, WI, WV
Holding additional responsibilities related to early childhood initiatives (e.g. State Pre- K, QRIS, Early Childhood Advisory Council)	AZ, CA, CO, FL, IL, KY, MD, ME, MI, NE, SC, SD, VT, WA, WV	AK, AL, AR, CNMI, CT, DC, DE, FSM, IA, ID, IN, KS, LA, MA, MO, MS, MT, NC, ND, NH, NM, NV, NY, OH, OK, OR, PA, TN, TX, UT, VA, WI

**4. Many Section 619 Coordinators are responsible for initiatives or activities that are not specific to the 619 Program. As the State Section 619 Coordinator (or individual with the state 619 responsibilities), approximately what portion of your time is dedicated to 619 responsibilities? Individual state names are not reported.**

- **30% (15)** reported almost all their time is dedicated to 619
- **36% (18)** reported most of their time is dedicated to 619
- **20% (10)** reported half or a little more of their time is dedicated to 619
- **14% (7)** reported that less than half of my time is dedicated to 619

**5. In your state, are there additional state-level staff with time dedicated specifically to 619 administration and technical assistance? (Note that these positions may be contracted, housed at the state agency, regional centers or other locations)**

<b>Additional 619 Staff</b>	<b>N=52</b>	<b>%</b>	<b>States</b>
Yes	29	56%	AK, AL, AZ, CO, DE, FL, FSM, IA, IL, LA, MA, MD, ME, MI, NC, NE, NH, NM, NY, OH, OR, PA, RI, SC, TN, VA, VT, WI, WY
No	23	44%	AR, CA, CNMI, CT, DC, GA, ID, IN, KS, KY, MN, MO, MS, MT, ND, NJ, NV, OK, SD, TX, UT, WA, WV

**6. In addition to federal Part B 611 and 619 funds, check all funding sources that fund preschoolers with disabilities in your state. (check all that apply)**

<b>Additional Funding</b>	<b>N=50</b>	<b>%</b>	<b>States</b>
There are state-specific funds for preschool children with disabilities	30	60%	AK, AL, AR, AZ, CA, CO, DC, DE, FL, GA, IA, KS, KY, LA, MD, ME, MN, MO, NC, ND, NM, OH, OK, OR, PA, SC, VA, VT, WI, WY
General education per pupil funding includes preschool children with disabilities	24	48%	AK, CNMI, CO, CT, IA, IL, KS, KY, LA, MA, MN, ND, NE, NH, NM, OK, OR, RI, SC, TN, VT, WA, WI, WV
There are local funds to support preschool children with disabilities	27	54%	AL, AR, CA, CNMI, CO, CT, GA, IA, ID, IL, KS, KY, LA, MA, MI, MN, MS, ND, NE, NH, NY, OH, RI, SC, TN, VA, VT
Medicaid funds are accessed for special education and related services by some or all districts in the state	38	76%	AK, AR, AZ, CA, CT, FL, GA, IA, ID, IL, IN, KS, KY, LA, MA, MD, ME, MI, MO, MS, NC, ND, NE, NH, NM, NY, OH, OR, RI, SC, SD, TN, TX, UT, VT, WI, WV, WY
Other funding for preschool special education is accessed	6	12%	FSM, KS, MN, NJ, PA, TX

**7. Does your state provide written guidance to districts on how funds may be used to support preschool inclusion?**

Provide Inclusion Funding Guidance	N=51	%	States
Yes	21	41%	AK, AL, CO, FL, KY, MA, MD, ME, MN, MO, NH, NJ, NM, NV, NY, OH, OR, PA, TN, VA, VT
No	30	59%	AR, AZ, CA, CNMI, CT, DE, FSM, GA, IA, ID, IL, IN, KS, LA, MI, MS, MT, NC, ND, NE, OK, RI, SC, SD, TX, UT, WA, WI, WV, WY

**8. Does your state require that standard scores be used as part of the evaluation for eligibility? (check all that apply)**

Standard Scores as Part of Evaluation for Eligibility	N=49	%	States
Yes	31	63%	AL, AZ, CA, DC, DE, FL, FSM, GA, ID, IN, KY, LA, MD, ME, MI, MN, MS, MT, NJ, NM, NV, OH, OR, PA, SD, TN, UT, VT, WA, WI, WY
No	18	37%	AK, CO, CT, IA, IL, MA, MO, NC, ND, NE, NH, NY, OK, RI, SC, TX, VA, WV

**9. Does your state require the use of specific instruments or tools for eligibility determination?**

Specific Instruments or Tools for Eligibility Determination	N=52	%	States
Yes	7	13%	CNMI, FL, FSM, GA, KS, NC, WY
No	45	87%	AK, AL, AR, AZ, CA, CO, CT, DC, DE, IA, ID, IL, IN, KY, LA, MA, MD, ME, MI, MN, MO, MS, MT, ND, NE, NH, NJ, NM, NV, NY, OH, OK, OR, PA, RI, SC, SD, TN, TX, UT, VA, VT, WA, WI, WV

**10. Which category best describes how 619 services are delivered in your state? (check one)**

619 Service Delivery Structure	N=52	%	States
LEAs are responsible for services to children (ages 3-5) with IEPs	39	75%	AK, AL, CA, CT, DC, DE, FSM, GA, ID, IL, IN, KY, LA, MA, MD, MN, MO, MS, MT, NC, ND, NE, NH, NJ, NM, NV, OH, OK, RI, SC, SD, TN, TX, UT, VA, VT, WA, WI, WV
Intermediary or regional units are responsible for services to children (ages 3-5) with IEPs	1	2%	ME
Combination of LEAs and intermediary or regional units are responsible for services to children (ages 3-5) with IEPs	6	12%	AR, CO, FL, IA, KS, MI
The State is the LEA and is responsible for services for all children ages 3-5 with IEPs	3	6%	CNMI, OR, WY
Other	3	6%	AZ: LEAs are responsible for services ages 3-5. Those children living in unorganized territories not associated with an LEA are SEA responsibilities) NY: Other approved providers PA: The State contracts services to children 3-5 with regional units)

**11. Does your state have special education caseload requirements for preschool?**

Special Education Caseload Requirements	N=50	%	States
Yes	14	28%	AR, GA, MA, MN, MO, NJ, NM, NV, NY, OH, OK, PA, VA, WV
No	36	72%	AK, AL, AZ, CA, CNMI, CO, CT, DC, DE, FSM, IA, ID, IL, IN, KS, KY, LA, ME, MI, MS, MT, NC, ND, NE, NH, OR, RI, SC, SD, TN, TX, UT, VT, WA, WI, WY

**12. Does your state require or provide guidance on the maximum size of a self-contained preschool special education classroom?**

Maximum Size of a Self-Contained Classroom	N=51	%	States
Yes	26	51%	AK, AR, AZ, FL, GA, IA, IL, KY, MA, ME, MI, MN, MO, NC, NE, NH, NJ, NM, NV, NY, OH, OK, PA, TN, VA, WV
No	25	49%	AL, CA, CO, CT, DC, DE, FSM, ID, IN, KS, LA, MD, MS, MT, ND, OR, RI, SC, SD, TX, UT, VT, WA, WI, WY

**13. Does your state require or provide guidance on the ratio of children with and without disabilities in inclusive preschool classrooms?**

Guidance on the Ratio of Children With and Without Disabilities	N=51	%	States
Yes	36	71%	AL, AZ, CA, CNMI, CO, CT, FL, GA, IA, IL, IN, KS, KY, MA, MD, ME, MI, MO, MS, NC, NE, NH, NJ, NM, NV, NY, OH, OK, OR, PA, RI, SC, TN, UT, VT, WV
No	15	29%	AK, DC, DE, FSM, ID, LA, MN, MT, ND, SD, TX, VA, WA, WI, WY

**14. Does your state use a preschool IEP form that is unique to preschool?**

Unique Preschool IEP Form Used	N=52	%	States
Yes	12	23%	AR, CNMI, DE, FL, ID, MD, MS, ND, OH, OR, PA, VT
No	40	77%	AK, AL, AZ, CA, CO, CT, DC, FSM, GA, IA, IL, IN, KS, KY, LA, MA, ME, MI, MN, MO, MT, NC, NE, NH, NJ, NM, NV, NY, OK, RI, SC, SD, TN, TX, UT, VA, WA, WI, WV, WY

**15. Are your State early learning guidelines or standards required to be referenced/listed in the child’s IEP?**

Early Learning Guidelines or Standards Required to be Referenced/Listed in IEP	N=51	%	States
Yes	18	35%	AK, AL, CO, DC, FL, ID, IL, IN, ME, MO, MS, ND, NM, RI, UT, VT, WI, WV
No	33	65%	AR, AZ, CA, CT, DE, FSM, GA, IA, KS, KY, LA, MA, MD, MI, MN, MT, NC, NE, NH, NJ, NV, NY, OH, OK, OR, PA, SC, SD, TN, TX, VA, WA, WY

**16. Does your state provide written information and guidance for families on any of the following? (check all that apply)**

Written Information and Guidance for Families	N=45	%	States
Transition	38	84%	AK, AZ, CA, CNMI, CO, DC, DE, FL, GA, ID, IL, IN, KS, KY, LA, MA, MD, ME, MI, MO, MT, NC, ND, NE, NH, NM, NY, OK, OR, PA, RI, SC, SD, TN, TX, VA, VT, WA
Inclusion (preschool placement options)	27	60%	AK, AZ, CNMI, CO, DE, FL, ID, KS, KY, MA, MD, ME, MO, MT, NE, NH, NM, NV, NY, OR, PA, RI, SD, TN, TX, UT, VT
Suspension/Expulsion	16	36%	CNMI, DC, KS, LA, MD, MN, MT, ND, NE, NM, NV, NY, PA, SD, TX, WA
Other:	14	31%	AR, DE, MA, ME, MS, NC, NE, NM, RI, SD, UT, VT, WI, WV

**17. Does your state provide written guidance or policy (beyond IDEA requirements) that supports early childhood inclusion?**

Written Guidance or Policy (beyond IDEA requirements) on Inclusion	N=51	%	States
Yes	23	45%	AZ, CO, DE, FL, FSM, IL, IN, KS, KY, MA, ME, MN, NH, NJ, NM, NV, OH, PA, RI, UT, VA, VT, WV
No	28	55%	AK, AL, AR, CA, CNMI, CT, DC, GA, IA, ID, LA, MD, MI, MO, MS, MT, NC, ND, NE, NY, OK, SC, SD, TN, TX, WA, WI, WY

**18. Is there a state-level task force focused on inclusion or LRE in your state?**

State-Level Task Force Focused on Inclusion or LRE	N=51	%	States
Yes	20	39%	AL, AZ, CO, DC, DE, GA, IA, IL, MA, MD, MI, NJ, NY, OH, SC, TX, UT, VA, VT, WI
No	31	61%	AK, AR, CA, CNMI, CT, FSM, ID, IN, KS, KY, LA, ME, MN, MO, MS, MT, NC, ND, NE, NH, NM, NV, OK, OR, PA, RI, SD, TN, WA, WV, WY

If Yes, Is the Inclusion/LRE Task Force Comprised of:	N=18	%	States
Cross-sector participants that include one or multiple partners (such as: child care, Head Start, state pre-k, higher education)?	15	83%	AL, AZ, CO, DC, GA, IA, IL, MA, MD, MI, NJ, NY, UT, VT, WI
Primarily of special education staff?	3	17%	DE, OH, TX

**19. Does your state provide incentives for LRE/inclusion?**

State Provides Incentives for LRE/Inclusion	N=51	%	States
Yes	7	14%	CA, IL, MA, MS, OH, PA, UT
No	44	86%	AK, AL, AR, AZ, CNMI, CO, CT, DC, DE, FSM, GA, IA, ID, IN, KS, KY, LA, MD, ME, MI, MN, MO, MT, NC, ND, NE, NH, NJ, NM, NV, NY, OK, OR, RI, SC, SD, TN, TX, VA, VT, WA, WI, WV, WY

**20. Are there specific state staff dedicated to preschool LRE/inclusion in your state?**

Specific State Staff Dedicated to Preschool LRE/Inclusion	N=50	%	States
Yes	24	48%	AK, AL, AZ, CA, CT, DE, FSM, GA, IL, IN, KS, MA, MD, NC, NE, NH, NM, NV, RI, SC, TX, UT, VT, WI
No	26	52%	AR, CNMI, CO, DC, ID, KY, LA, ME, MI, MN, MO, MS, MT, ND, NJ, NY, OH, OK, OR, PA, SD, TN, VA, WA, WV, WY

**21. Are there specific professional development (PD) or technical assistance (TA) efforts focused on inclusion in your state?**

Specific PD/TA Efforts Focused on Inclusion	N=52	%	States
Yes	40	77%	AL, AZ, CA, CNMI, CO, DC, DE, FL, FSM, GA, IL, IN, KS, LA, MA, MD, ME, MI, MN, MS, NC, NE, NH, NJ, NM, NV, NY, OH, OR, PA, RI, SC, TN, TX, UT, VA, VT, WI, WV, WY
No	12	23%	AK, AR, CT, IA, ID, KY, MO, MT, ND, OK, SD, WA

If yes, are these inclusion PD/TA efforts:	N=39	%	States
Available cross-sectors?	29	74%	AZ, CA, CO, DC, DE, GA, IN, KS, LA, MA, ME, MI, MN, MS, NC, NE, NH, NM, NV, OH, OR, PA, RI, SC, TN, UT, VT, WI, WV
Primarily for special educators?	10	26%	AL, CNMI, FSM, IL, MD, NJ, NY, TX, VA, WY

**22. In your state, is the Section 619 Coordinator a member of the following?**

State Council/Body	States (N=52)			
	Yes	States	No	States
Part C State Interagency Coordinating Council (SICC)?	40	AL, AR, AZ, CA, CNMI, CO, CT, DC, DE, GA, ID, IL, IN, KS, KY, MA, MD, ME, MS, MT, NC, ND, NE, NH, NJ, NV, OH, OK, OR, PA, RI, SD, TN, TX, UT, VA, VT, WA, WI, WV	10	AK, IA, LA, MI, MN, MO, NM, NY, SC, WY
State early childhood or early learning advisory councils?	32	AK, AL, AZ, CNMI, CT, DC, FL, FSM, ID, IL, KS, MA, MD, ME, MO, MT, NE, NH, NJ, NM, NV, OK, OR, PA, RI, SC, TN, TX, UT, VT, WA, WV	19	AR, CA, CO, DE, GA, IA, IN, KY, LA, MI, MN, MS, NC, ND, NY, OH, SD, WI, WY
Other councils or interagency bodies?	26	AK, AL, AZ, CO, CT, GA, ID, KS, LA, MA, MD, ME, NE, NJ, NV, NY, OH, OR, PA, TN, UT, VA, VT, WA, WI, WV	16	CNMI, IA, IL, IN, KY, MI, MO, MS, MT, NC, ND, NH, OK, SD, TX, WY

**23. Is your state 619 program involved in any of the following statewide early childhood initiatives? (check all that apply)**

Early Childhood Initiatives with 619 Program Involvement	N=48	%	States
Pyramid Model (National Center for Pyramid Model Innovations; Technical Assistance Center on Social Emotional Intervention for Young Children; and/or the Center on the Social and Emotional Foundations for Early Learning)	26	54%	AK, AZ, CA, CT, GA, IA, IL, MA, MD, MN, MS, NC, ND, NE, NH, NJ, NM, NV, NY, OR, PA, SC, TN, VT, WI, WV
Positive Behavioral Intervention and Supports (PBIS)	19	40%	AK, CNMI, IA, MA, ME, MO, MS, MT, NE, NJ, NM, NY, OH, OK, OR, PA, TX, WI, WV
Suspension and Expulsion Guidance	24	50%	AZ, CA, CT, DE, IA, IL, IN, MA, MD, ME, NC, NE, NH, NJ, NM, NV, OH, OK, PA, SC, TX, VA, VT, WY
Multi-tiered system of support (MTSS)	26	54%	AK, AZ, IA, IL, IN, KY, MA, MD, MI, MN, NC, NE, ND, NJ, OH, OK, OR, PA, SC, TX, UT, VA, VT, WA, WI, WV
Early Childhood Mental Health Consultation	12	25%	AL, AR, AZ, DC, DE, MA, MD, PA, SC, TX, VA, WV
Early Literacy	22	46%	AK, AZ, CNMI, DE, FSM, IA, IN, KY, LA, MA, MD, ME, NM, OH, OK, SC, TN, TX, VT, WA, WI, WV
Other	11	23%	AZ, CO, IA, KY, LA, NM, NV, OR, RI, UT, WY

**24. Approximately what percentage of districts in your state have ESSA Title I preschool programs?**

- **19% (7)** reported most districts have ESSA/Title I preschool programs (76-100%)
- **14% (5)** reported many districts have ESSA/Title I preschool programs (51-75%)
- **19% (7)** reported some districts have ESSA/Title I preschool programs (26-50%)
- **49% (18)** reported few or no districts have ESSA/Title I preschool programs (0-25%)

**25. Which of the following are true for your state Quality Rating Improvement System (QRIS)? (check all that apply)**

<b>Characteristics of State QRIS System</b>	<b>N=34</b>	<b>%</b>	<b>States</b>
The State QRIS program addresses including children with disabilities	30	88%	AK, AL, AR, AZ, CT, DC, DE, IA, ID, IL, LA, MA, MO, ND, NE, NH, NJ, NM, NY, OH, OR, PA, RI, SC, SD, TX, UT, WA, WI, WV,
The State QRIS program requires preschool special education programs to participate in the QRIS	5	15%	AZ, CO, LA, MD, NM
The State QRIS program requires participation of all early childhood programs	3	9%	CO, IN, KY

**26. Does the Child Care Development Block Grant (CCDBG) subsidy specifically include children with disabilities in their eligibility definition?**

<b>CCDBG Subsidy Specifically Includes Children with Disabilities in Eligibility Definition</b>	<b>N=40</b>	<b>%</b>	<b>States</b>
Yes	29	73%	AK, AR, AZ, CA, CNMI, CT, DC, DE, IA, ID, IL, KS, KY, LA, MA, ME, MO, MS, NH, NM, OK, OR, PA, SC, SD, UT, VT, WI, WV
No	11	28%	AL, CO, MI, NC, ND, OH, RI, TN, VA, WA, WY

27. In your state, which of the following credentials/certifications/licensure are required for preschool special education teachers? (check all that apply) (Note these are the variety of credentials/certifications/licensure categories that allow an individual to provide special services)

Credentials/Certifications/ Licensure Required for Preschool Special Education Teachers	N=49	%	States
Early Childhood Special Education	34	69%	AK, AL, AR, AZ, CA, CO, DE, FL, GA, IA, IL, LA, MA, ME, MI, MN, MO, MS, ND, NE, NH, NV, OH, OR, RI, SC, SD, UT, VA, VT, WA, WI, WV, WY
Early Childhood dual or blended - Special Education and regular Education	22	45%	AZ, CA, CNMI, CT, DE, FL, GA, IA, ID, KY, LA, MA, MI, MO, NC, ND, NE, PA, RI, TX, WI, WV
Special Education	20	41%	AK, AL, FL, LA, MA, MI, MO, MT, NE, NJ, NM, NY, OH, OK, PA, SC, TN, VT, WI, WV
Speech/Language	12	24%	AL, AR, FL, ID, KY, MI, MO, NM, PA, SC, VT, WI
Other	7	14%	FSM, IL, KS, ME, NM, OR, SD

28. In your state, what credentials or education certifications are required for paraprofessionals or preschool classroom aides? (check all that apply)

Credentials/Certifications/ Licensure Required for Paraprofessionals or Preschool Classroom Assistants	N=48	%	States
High School diploma	23	48%	AK, AL, CA, CNMI, CT, DE, GA, IA, ID, IL, KS, KY, LA, MN, NC, NE, OH, OR, RI, SC, TN, VA, WA
Child Development Associate Degree (CDA)	5	10%	AZ, FSM, IA, NM, OH
State para-professional certificate	21	44%	AR, CA, FSM, GA, IA, ID, IL, KS, KY, ME, MT, ND, NM, NY, OH, OK, RI, SD, TX, WI, WV
There is no state requirement, it is determined by district	8	17%	IN, MO, MS, NH, NJ, NV, UT, WY
Other	11	23%	AL, AZ, CO, CT, FSM, MI, NE, OR, PA, VT, WV

**29. Does your state have common cross sector early childhood educator competencies? (check the item that best describes your state)**

<b>Descriptions of Common Cross Sector Early Childhood Educator Competencies</b>	<b>N=46</b>	<b>%</b>	<b>States</b>
We have agreed upon common competencies used by all sectors (Head Start, Child Care, Pre- K, etc.)	9	20%	AR, AZ, CO, IA, NH, OH, RI, VA, WI
We have common competencies which are used by some sectors	17	37%	AK, CA, CT, FSM, KS, KY, ME, MS, NE, NM, NY, OR, PA, TN, VT, WA, WV
We are developing common competencies to be used across sectors	10	22%	DE, ID, IN, MA, MI, MT, NJ, OK, SC, TX
Common competencies are not being considered at this time	10	22%	AL, CNMI, GA, IL, LA, MN, MO, NC, ND, UT

**30. Which best describes your preschool special education professional development (PD) and/or technical assistance (TA) system? (choose one)**

<b>Descriptions of Preschool Special Education PD/TA System</b>	<b>N=52</b>	<b>%</b>	<b>States</b>
Embedded in a larger state cross-sector early childhood system	6	12%	AZ, KY, MN, ND, WI, WV
Embedded in a larger state cross-sector early childhood system <i>including coaches</i>	2	4%	MS, RI
Embedded in the larger state department of education	8	15%	DC, FSM, LA, ME, MO, NJ, SC, UT
Embedded in the larger state department of education <i>including coaches</i>	2	4%	IA, NM
Separate special education PD/TA system	11	21%	AK, CNMI, CO, FL, IL, IN, MD, NH, NY, TX, VA
Separate special education PD/TA system <i>including coaches</i>	4	8%	CA, DE, MA, OH
State 619 staff provide PD/TA	10	19%	ID, MI, MT, NE, NV, OK, SD, TN, VT, WY
Other	9	17%	AL, AR, CT, GA, KS, NC, OR, PA, WA